



# Fraser Heights Secondary **FireHawks**

SCHOOL  
DISTRICT  
#36  
(SURREY)

## GRADE 9 COURSE SELECTION 2022 - 2023



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## ***COURSE PROGRAMMING***

The courses at Fraser Heights Secondary follow guidelines set out by the Ministry of Education and the Surrey School Board. The program consists of a combination of core courses and elective courses. The courses you choose may help you to explore new fields and perhaps find capabilities and interests you never knew you had.

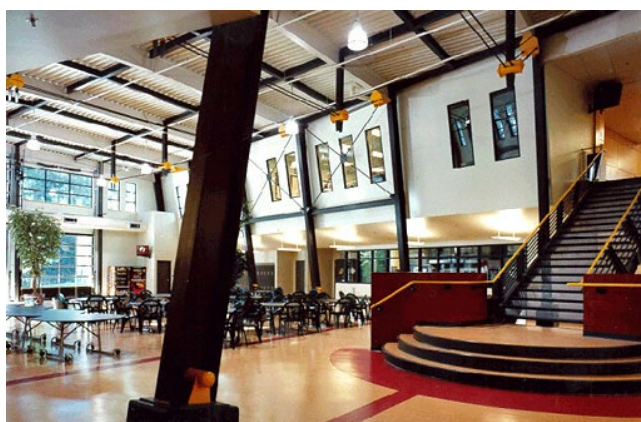
Selecting elective courses is an important process and should be carried out in consultation with parents. Because courses with insufficient enrolment will not be offered, it is important that students choose alternate electives with care. Certain elective combinations will influence pathways for the student. For example, if a language is not taken in Grade 9 or 10, a student's post-secondary choices may be reduced. Please note that students in Grade 9 should take both a Fine Arts elective and an Applied Skills elective.

Please study the contents of this booklet carefully. If you have any questions or concerns, please speak to a school counsellor.

### ***“Planning for Success”***

# Table of Contents

<b>Grade 9 Course Planning</b> .....	<a href="#"><u>4</u></a>
<b>English</b> .....	<a href="#"><u>5</u></a>
<b>Social Studies &amp; Flow Chart</b> .....	<a href="#"><u>6</u></a>
<b>Math</b> .....	<a href="#"><u>7</u></a>
<b>Science</b> .....	<a href="#"><u>8</u></a>
<b>Career Education</b> .....	<a href="#"><u>9</u></a>
<b>Physical Education</b> .....	<a href="#"><u>9</u></a>
<b>International Languages</b>	
French 9 .....	<a href="#"><u>10</u></a>
Enhanced French 9 .....	<a href="#"><u>10</u></a>
Spanish 9 .....	<a href="#"><u>10</u></a>
Beginner's Japanese 11 .....	<a href="#"><u>10</u></a>
<b>Home Economics</b>	
Food Studies 9 .....	<a href="#"><u>11</u></a>
Textiles 9 .....	<a href="#"><u>11</u></a>
<b>Industrial Technology Education</b>	
Drafting 9 .....	<a href="#"><u>12</u></a>
Electronics & Robotics 9 .....	<a href="#"><u>12</u></a>
Metal 9 .....	<a href="#"><u>12</u></a>
Art Metal 9 .....	<a href="#"><u>12</u></a>
Woodwork 9 .....	<a href="#"><u>12</u></a>
Woodcraft 9 .....	<a href="#"><u>13</u></a>
Stained Glass 9 .....	<a href="#"><u>13</u></a>
<b>Information Technology</b> .....	<a href="#"><u>13</u></a>
<b>Art</b> .....	<a href="#"><u>13</u></a>
<b>Performing Arts Music</b>	
Jazz Band 9 .....	<a href="#"><u>14</u></a>
Concert Choir 9 .....	<a href="#"><u>14</u></a>
Concert Band 9 .....	<a href="#"><u>14</u></a>
Guitar 9 .....	<a href="#"><u>14</u></a>
<b>Drama</b> .....	<a href="#"><u>14</u></a>
<b>School Based Services</b> .....	<a href="#"><u>15</u></a>
<b>ELL &amp; Transition to English Courses</b> .....	<a href="#"><u>18</u></a>
<b>District Based Services</b> .....	<a href="#"><u>19</u></a>



# Grade 9 Course Planning

Each Grade 9 student is required to take the following courses:

English 9  
 Social Studies 9  
 Mathematics 9, Mathematics 9 Honours **OR** Mathematics 9 Transition  
 Science 9  
 Physical and Health Education 9  
 Career Education 9

Elective Courses		
General	Arts Education	Applied Design, Skills & Technologies (ADST)
French 9	Arts Education 9	Textiles 9
Enhanced French 9	Concert Band 9	Food Studies 9
Spanish 9	Concert Choir 9	Drafting 9
Beginner's Japanese 11	Drama 9	Electronics & Robotics 9
	Guitar 9	Metal 9
	Jazz Band (Flex Time)	Art Metal 9
	Information/Communications Technologies 9	Woodwork 9
		Woodcraft 9
		Stained Glass 9

## Grade 9 Plan

English 9  
 Social Studies 9  
 Science 9  
 A Grade 9 Math course (choose one)  
     Mathematics 9  
     Mathematics 9 Transitions  
     Foundations Math & Pre-calc 10 (for those who took Math 8 Honours only)  
 Physical and Health Education 9  
 Career Education 9 (outside the timetable and added in September)  
 Elective (Arts Education) \_\_\_\_\_  
 Elective (ADST) \_\_\_\_\_  
 Elective 3 (inLanguage) \_\_\_\_\_  
 X Block Course \_\_\_\_\_ (Outside of regular schedule)

**Note: Students are encouraged to take a second language (French 9 or Spanish 9) as an elective to keep as many post-secondary choices open (available).**

# English

## ENGLISH 9 - MEN--09

*Prerequisite: Humanities 8*

The major goal of English 9 is to provide learning strategies around the three core competencies of thinking, communicating, and personal / social learning. This is done with 4 big ideas that act as course organizers:

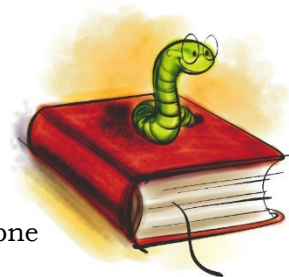
1. Language and literature help us find meaning and joy.
2. Exploring a rich diversity of texts deepens our understanding and develops our ability to make connections, express ideas, and think critically.
3. Inquiry, curiosity, and thoughtful reflection in story and text deepen our understanding of self, identity, and humanity.
4. Using artistry and precision in language are powerful tools in communicating for specific audiences and purposes.

Students will be able to develop curricular competencies using oral, written, visual, and digital texts in the areas of:

- Comprehending and Connecting
- Creating and Communicating

For a complete list of curricular competencies and concepts and content, please refer to the below website.

<https://curriculum.gov.bc.ca/curriculum/English%20Language%20Arts/9>



# Social Studies

## SOCIAL STUDIES 9 - MSS--09

The Social Studies 9 course offers a broad range of learning opportunities in a curriculum that spans the time period from 1750 to 1919 and challenges students to examine subjects at the global, national and local levels. The primary focus will be on forces bringing about change in societies including the impact of conflict, technology, imperialism, nationalism, discrimination, demo-graphic shifts and geography.

Students will be expected to develop competency in areas of critical thinking, the use of Historical Thinking Concepts in the interpretation and analysis of historical evidence, and the communication of information in a variety of formats.

Students will explore interesting, open-ended questions through the investigation, debate and discussion of historical and contemporary issues. They will develop different hypotheses, solutions, and an understanding of the connections among and interpretations of events provided by different academic disciplines. Students will use these learning opportunities to develop as individuals who will be able to graduate with the knowledge, skills, and competencies of active, informed citizens.



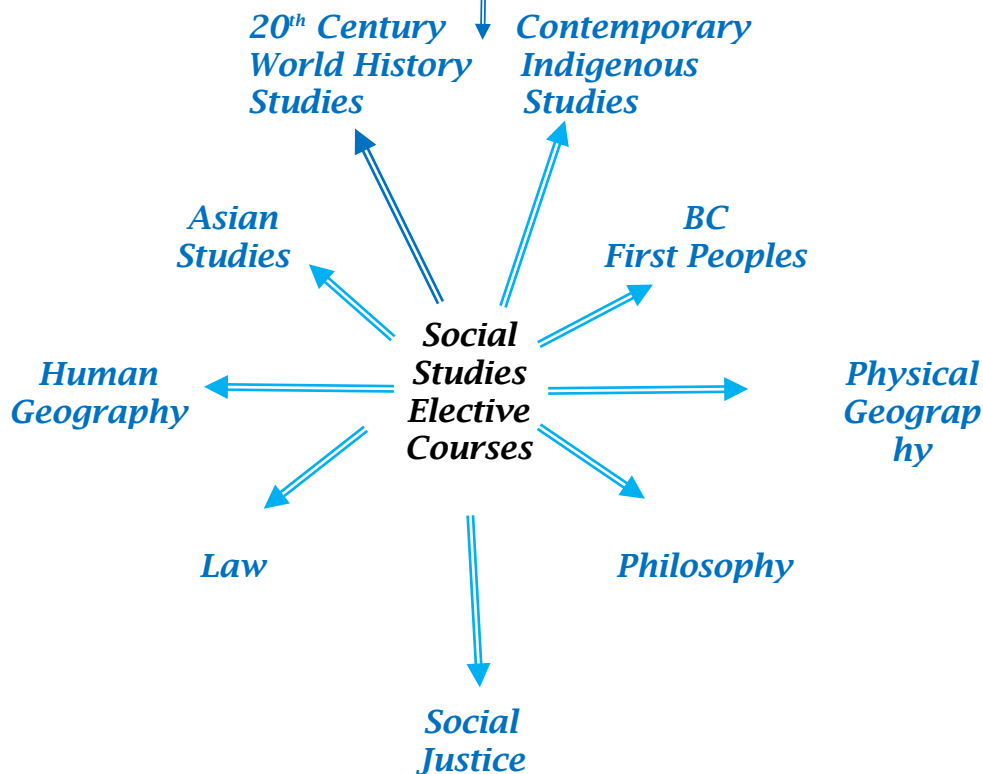
## ***Social Studies 8***

(May be offered as Humanities 8 or Inquiry 8)

***Social Studies 9***

***Social Studies 10***

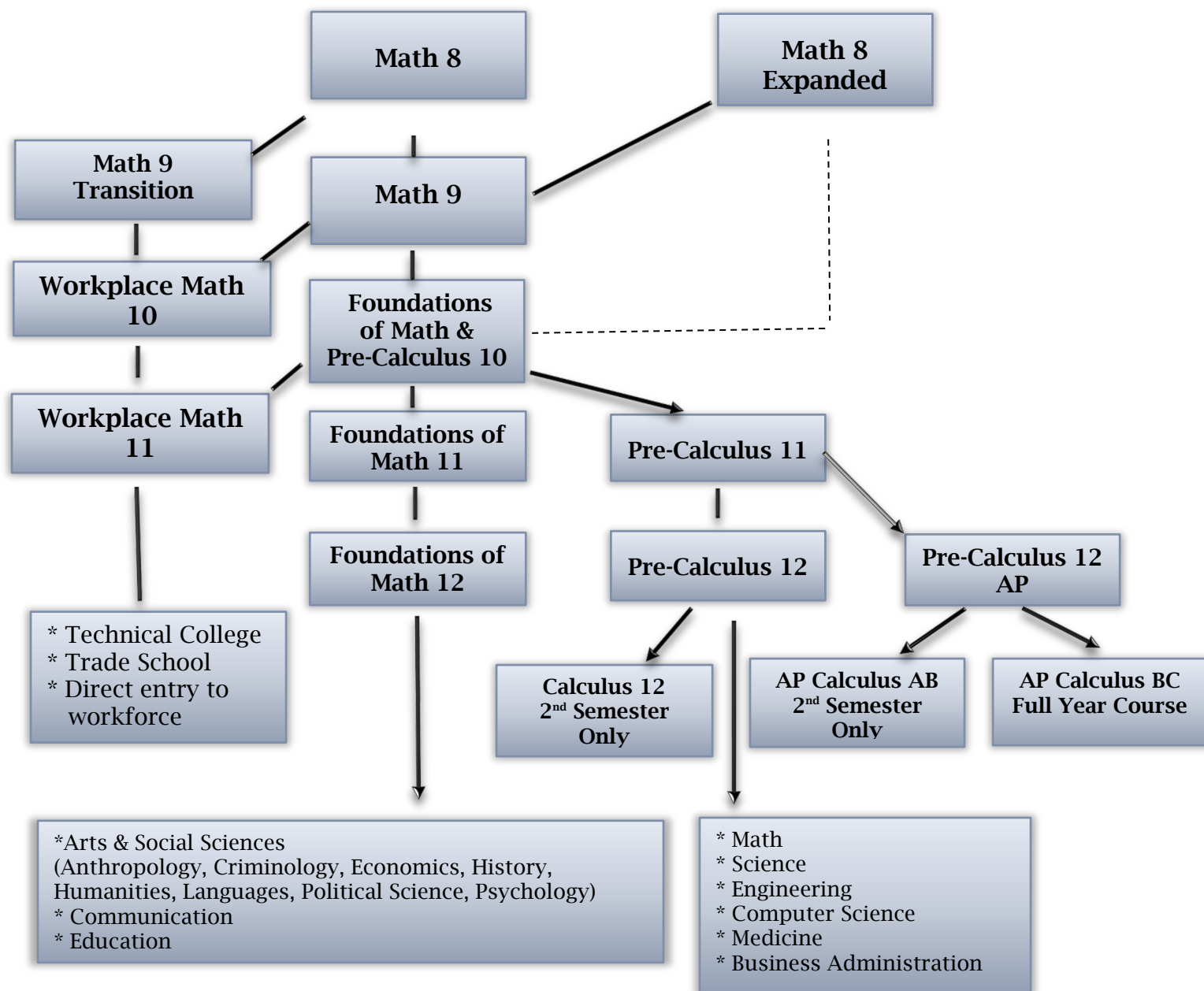
***One Social Studies Course Is  
Required to Meet  
Graduation Requirements.***



***Social Studies Elective Courses will only be offered if there is sufficient enrolment in the course.***

[Back to Table of Contents](#)

# Math



The BC Mathematics curriculum aims to ensure that our citizens are numerate and embody mathematical habits of mind. This is achieved by developing deep mathematical understanding and fluency, logical reasoning, analytical thought, and creative thinking. At Fraser Heights we believe that the development of these skills requires a complex and comprehensive program that gives students the opportunity to experience and appreciate the elegance and beauty of mathematics. Our classes are designed to be inclusive thinking classrooms where students can take risks, experiment, reflect on their learning and develop a growth mindset. This growth mindset is fundamental in developing perseverance and confidence in all students.

Furthermore, it is our belief that learning of mathematics should not be a race. Research has shown that learning concepts earlier does not guarantee a better mathematics student. Often, we have found that self-accelerated students miss important learning opportunities and develop skills that undermine a growth mind set and good mathematical habits of mind. However, we are also aware that students need to be challenged and enter our school with different degrees of experience and abilities.

[Back to Table of Contents](#)

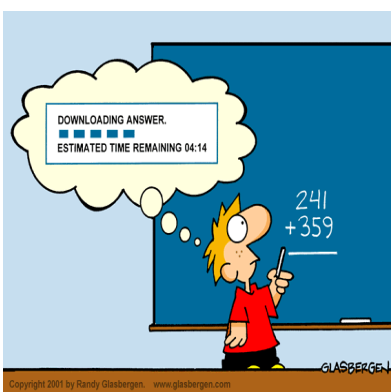
Starting in grade 10, students have a choice in which mathematics course they will select. Depending on post-secondary plans and future career paths, careful considerations should be made to the selected course. For instance, Workplace Mathematics 10 may be of interest to students wishing to pursue a career in the trades but will not satisfy university requirements. Furthermore, the Pre-Calculus courses are designed for students wanting to enter University however many programs will accept the Foundations pathway. Please refer to the Mathematics Flow Chart above and to Post Secondary admissions to help select the right mathematics course. \*You may need to contact your school counselor or admissions counselors for clarification.

### **MATHEMATICS 9 – MMA--09**

Topics of study include: exponents, operations with polynomials, operations with rational numbers, two-variable linear relations, multi-step one-variable linear equations, spatial proportional reasoning, probability and statistics in society, financial literacy.

### **MATHEMATICS 9 TRANSITION – MMA--09--S-TR**

Math 9 Transition is a course for students who are still developing many of the curriculum competencies and would benefit from a slower pace and targeted support. The topics of study include numbers, polynomials, linear relations, personal finance and statistics.



## **Science**

### **SCIENCE 9 – MSC--09**

*Prerequisite:* Science 8

The Science 9 curriculum provides students the opportunity to continue learning about grade specific big ideas through an inquiry based learning model. We begin with Chemistry and examine how the arrangement of electrons in an atom impacts the chemical nature of the element, the compounds it forms and naming the compounds. Next, students will explore the role of electrons in creating electricity, we will study circuits, voltage, and resistance. Biology focuses on reproduction, starting with cellular division, mitosis, meiosis and their roles in human reproduction. In the final unit, we examine how the biosphere, geosphere, hydrosphere and atmosphere interact, the cycling of matter and energy through these different spheres of the earth, and the sustainability of ecosystems based on the interactions of these various factors. Success in Science 9 is ensured by student participation and attendance. Inquiry based projects will enable students to communicate their learning as they design experiments and/or projects centered on the big ideas in each unit.

Assessment: Based on laboratory activities, projects, assignments, quizzes and tests.

[Back to Table of Contents](#)

# Career Education

## CAREER EDUCATION 9 – MCE--09

- Career Education 9 continues to build a foundation of learning for Planning 10/Career Life Education 10
- Students will continue to develop knowledge, skills, and attitudes which will assist them in making informed decisions as they plan future education and career paths
- Career Education 9 course topics are offered as activities and assessment through the use of a MyBlueprint account in various classes during a student's Grade 9 year.

## GOALS FOR CAREER EDUCATION 9:

- Self-assessment and reflection of strengths, preferences, and skills related to career goals
- Recognition of the importance of public identity in communities and the world of work
- Use of research skills in the exploration of career clusters
- Goal setting in relation to curricular choices and extra-curricular activities
- Demonstration of safety skills and recognition of the importance of workplace safety

# Physical And Health Education

## PHYSICAL AND HEALTH EDUCATION 9 – MPHE--09

The Physical and Health Education 9 curriculum builds on the skills, knowledge, and attitudes developed in the PE08 course. PE09 focuses on the development of physical literacy through participation in individual and team sports, dance, and individual fitness activities. The health education component of PE09 focuses on the development of knowledge, skills, and attitudes related to health literacy and encompasses health and safety topics including nutrition, healthy sexual decision making, social and emotional health, and mental well-being.

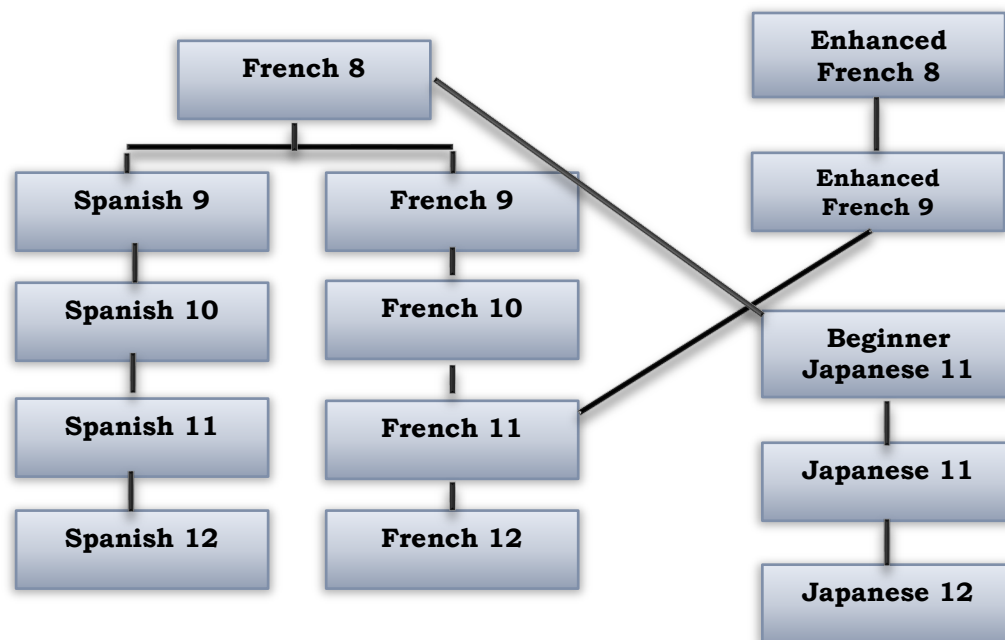
An underlying principle of the PE09 curriculum is that students must be **active** in creating, assessing, and applying what they learn to their daily lives. **Daily active participation**, to the best of one's ability, is a mandatory component of the PE09 curriculum.



[Back to Table of Contents](#)

# International Languages

The principal goal of our language program is to develop communications skills so that students will have the desire and ability to express themselves in real-life situations. Students should be aware that a grade 11 language course is a prerequisite for most universities. A few universities may allow a Beginner Language 11 or require a Grade 12 language course. Most college programs do not require a second language.



## **FRENCH 9 - MFR--09**

*Prerequisite:* French 8

Students will further develop the four skills of listening, speaking, reading, and writing. Grammar points continue to be introduced as a tool to help students communicate in an effective manner. Students will continue to explore Francophone cultures, as well as identify similarities and differences between those cultures and their own. In this course students will also learn about the First people's cultures and traditions as well as their connection to the francophone world.

## **ENHANCED FRENCH 9 - MINFR09**

*Prerequisite:* Enhanced French 8

Enhanced French 9 is a follow-up of Enhanced French 8. Students will continue to learn French through an enriched curriculum that supports the more advanced speaking, reading and writing skills that the students have already acquired. The course will have interesting, authentic and motivating themes, which may include some integration with other subject areas. Oral interaction will continue to be emphasized. In this course students will also explore the First people's cultures and traditions as well as their connection to the francophone world. This course is conducted exclusively in French.



## **SPANISH 9 - MSP--09**

[Back to Table of Contents](#)

*Prerequisite: It is strongly recommended that students wishing to take Spanish 9 have attained a grade of C or higher in French 8.*

This is an introductory course focusing on the four areas of language acquisition: reading, writing, listening and speaking. The topics of exploration are activities, personality/physical characteristics, food, school, family and clothing. Grammar points are introduced as a tool to help students communicate in an effective manner. The course also introduces students to the culture and traditions of Hispanic and First Nations people. In addition, social responsibility is explored through the context of culture, as well as through the language itself.

### **BEGINNER'S JAPANESE 11 - MBJA-11**

Prerequisite: None

This is an intensive beginner's course that provides the essential skills covered in the Japanese 9 & 10 programs. Students will learn the Hiragana and Katakana writing systems and basic grammar while developing their reading, writing, listening, and speaking skills through communicative experiential units. In addition, they will learn to appreciate the Japanese, Japanese-Canadian and First People's cultures through various activities. It is important to verify whether or not this course meets the language requirement for entrance to the university that the student wishes to attend.

## **Home Economics – Applied Skills**

### **FOOD STUDIES 9 – MADFS09** **SORRY THIS IS FULL**

Students will add to their culinary repertoire and further develop their knowledge of food using the design process. This course will focus on the needs and concerns of individuals and society when it comes to food. Students will be asked to identify issues as they relate to food and use creative and critical thinking skills to design, develop and create practical solutions to such issues. Students will be asked to consider various global views, values, and beliefs in the development of innovative solutions, including aboriginal perspectives. Investigation into and development of culinary techniques will serve to enhance student's understanding and give them the opportunity to create meaningful food products.

### **TEXTILES 9 – MADT-09**

If you like to make things to use or wear then this course is for you! This course encourages students to interact with the design process through the creation of various sewing, dying, and craft/home decor items. Whether you are a beginner or experienced sewer, develop your sewing skills while making a garment that is uniquely yours. You will finish this course with skills that will last you a lifetime. Students will be asked to identify and consider important issues surrounding the apparel industry, and use various global views in the design, development and creation of projects, including Aboriginal perspectives. Students will also be encouraged to identify and build on the relationships found between the subject areas.



[Back to Table of Contents](#)

# Industrial Technology Education – Applied Skills

## **DRAFTING 9 – MADD-09**

*Prerequisite:* None

Students will be introduced to the exciting world of 2D and 3D graphic communication using a design-oriented approach. This course covers basic drafting principles and techniques, including orthographic projections, isometric drawings, pictorial drawings, and dimensioning, plus 3D modelling. These skills will allow students to communicate ideas, designs and solve real-world problems. Assignments may be completed using technical sketching techniques, AutoCAD & Inventor programs, and 3D printing.



## **ELECTRONICS & ROBOTICS 9 – MADER09**

*Prerequisite:* None

This course is designed as a rotation, where one term focus is electronics, and the other term focus is robotics. The electronics component is an introductory course that will teach students to recognize and know the function of basic electronic components and to use electronic test equipment such as digital multimeters and power supplies. Students will be introduced to reading and producing schematic diagrams. They will develop an understanding of basic circuit trouble-shooting. Prototyping of circuits and project work are a key component of this course. Students will learn how to construct printed circuit boards, learn how to solder, and build circuit enclosures (cases). These are all important skills that transfer over to the robotics component, where students will have the opportunity to design, build and program competition robots.

## **METAL 9 – MADM-09**

*Prerequisite:* None

Metal 9 is designed to provide students with an introduction to the theory and associated skills related to the various components of metal fabrication, welding, machining, casting and project design. Students will learn to use various metal working machines and hand tools, to develop their skills. A variety of fun and useful projects will be built to help develop the student's general knowledge base and understanding of metal work.

## **ART METAL 9 - XMW--09**

*Prerequisite:* None

Art Metal & Jewellery Making is designed to teach students a wide variety of skills and is presented in a way that blends theory and practice. Jewellery Making students may have the opportunity to cast and create their own ring. Art Metal students will develop their skills manufacturing metal sculpture project provided by the instructor, or of their own design.

## **WOODWORK 9 – MADW-09**

*Prerequisite:* None

This course is a hands-on introduction to woodworking processes with an emphasis on the development of practical skills, design work and problem-solving ability. Students will read and interpret plans, calculate costs, follow written instructions, and fabricate projects using wood and wood composite materials and become familiar with the safe use of tools & machines. Teacher-directed projects have been designed to encourage the learning development of students, but many aspects of design are left up to the individual.

[Back to Table of Contents](#)

## **WOODCRAFT 9 - XWW--09**

*Prerequisite: None*

In this course, success is achieved through the emphasis on small craft-type projects. Students learn the safe and appropriate use of common woodworking hand and power tools and gain an appreciation for wood, one of our foremost natural resources. Some areas which may be covered include: free form, relief, and Native carving, wood sculpting, wood burning, inlay, and Intarsia. CNC engraving might also be incorporated into student projects.

## **STAINED GLASS 9 - MADM--09--S-GWS**

*Prerequisite: None*

This is a locally developed introductory course for students interested in the methods and techniques of working with glass. Students will learn image development, design and the use of color as they make various projects. The course introduces terms and tools for glasswork as students create artworks using mosaic, etching, and foiling techniques. Some of the projects may include stained glass sun-catchers, sand-blasted designs and more.

# **Information And Communications Technologies – Applied Skills**

## **INFORMATION AND COMMUNICATIONS TECHNOLOGIES 9 - MADIT09**

*Prerequisite: None*

- Desktop publishing and graphics design
- Creating your own digital storyboard
- An introduction to HTML web design
- Creating a video documentary
- Creating a simple animation
- Game designing / Interactive art
- Use internet software tools
- Experiment with coding devices (Robots)
- Use Microsoft Office effectively
- Introduction to marketing (product design)
- Marketing concepts (strategies of promotion)
- Introduction to electronic audio music production
- Develop your own INTERACTIVE DIGITAL PORTFOLIO



# **Art – Fine Arts**

## **VISUAL ARTS 9 – MAE--09**

*Prerequisite: None*

Do you like to Draw? Or Paint? Would you like to learn? Would you like to make a clay pot? This course will give you instruction in how to draw and paint and explores the graphic arts and sculpture. You can meet new friends and work with other students on group projects. You will study classical and modern artists and display your work. This course gives you the basics to continue learning about Visual Art and enjoying it in the future.

[Back to Table of Contents](#)

## Performing Arts Music – Fine Arts

### **JAZZ BAND 9 - MMU--09JBY (Offered during Flex Time only at lunch and after school)**

*Prerequisite:* Director's permission

This course focuses on an intermediate level of jazz band performance. Various styles of jazz will be studied (swing, Latin, funk, rock) through ensembles and solo works. Improvisation and solo will include intermediate techniques based on scales and chords. Enrollment is limited to standard big band instruments (saxes, trumpets, trombones, piano, bass, guitar and drums). Other instruments by director's permission. Evaluation will be based on progress, attitude, and participation in music department activities.

### **CONCERT CHOIR 9 - MMU--09CHS**

*Prerequisite:* None

Students will have the opportunity to develop their vocal skills and music theory through studying and performing a wide variety of music from classical to pop. Students will be expected to be committed to the class as whole, which includes attending all performances and a conscientious desire to contribute to regular classroom rehearsals. Evaluation will be based on the student's vocal skills and participation in rehearsals.

### **CONCERT BAND 9 - MMU--09CBY**

*Prerequisite:* Successful completion of Band 8 or director's permission.

Band 9 is designed to further develop skills and attitudes acquired in Band 8. Emphasis will be on correct technique, leadership and individual responsibility to the group. Students will receive instruction on their instrument, ensemble skills, notation, ear training and counting. Students will experience a significant increase in excitement and complexity of music repertoire over previous band levels. There will be increased performance opportunities at Fraser Heights, local elementary schools, district festivals, and provincial festivals and the possibility of an extended extracurricular band tour. Students are expected to attend all performances.

### **GUITAR 9 – MMU--09GUS**

*Prerequisite:* None

This course designed for beginner to intermediate guitar students. Learn how to pick, strum, read tablature and play 99 different chords. We will learn to play classical, blues, Latin, pop rock, jazz...even heavy metal! Students must supply their own acoustic guitar (rentals are available at local music stores). Guitar 9 is a structured course with an emphasis on personal musical interests.

## Drama – Fine Arts

### **DRAMA: GENERAL 9 - MDR—09**

*Prerequisite:* None

- Warm-up games and improv
- Music and Comedy scenes
- Bring pre-written scripts to life on stage
- Social issues scenes and other dramatic challenges
- Performance for elementary school students
- Theatre tech: learn how to use lighting board and stage lights
- Scriptwriting, stage design and costuming
- Creative collaboration and teamwork
- Gain important presentation skills



[Back to Table of Contents](#)

## **THEATRE COMPANY 9 – MDR—09 (X Block)**

*Prerequisite: None*

Theatre Company is a theatre production course. Students learn the process of acting and technical theatre through participation in various school productions. Students are introduced to a variety of set and theatre styles.

**Runs at flextime and after school from September to June.**

## **THEATRE MANAGEMENT 9 – MDR--09 (X Block)**

*Prerequisite: One previous Drama/Theatre course*

Theatre Management is an intensive technical theatre course. Students will act as School Technical Directors. They will learn technical and management skills by designing and running various school and community events.

**Runs at flextime and after school from September to June.**

# **School & District Services**

*There are a number of specialty programs offered in the Surrey School District. Descriptions of some of the specialty programs available in the Surrey School District are listed below. To find out more about the program options, including admission requirements, contact the counselling department or administration at the school.*

# **School Based Services**

## **COUNSELLING**

Counselling services are a personal resource service for students and also a resource for teachers and families. Counsellors act as advocates for students and their families. Seeing a counsellor is a simple matter facilitated by an appointment system within the school. In particular the counsellors provide the following services:

### **Personal Counselling**

- confidential discussion of personal concerns

### **Educational Counselling**

- selection of courses, program planning, graduation requirements, post-secondary entrance requirements and reference materials, student concerns regarding courses and study skills

### **Career Counselling**

- exploration of values, interests, abilities, needs
- establishing career goals and exploration of related occupations

### **Referrals**

- after consultation, counsellors may provide appropriate referrals to other school system services or non-school agencies



## **LEARNING SUPPORT TEAM**

The Learning Support Team (LST) located in Room 210 is open to all students at Fraser Heights Secondary. LST has many levels of support that students can access. Whether you need a quiet place to study during flex time, word processing or research support, help with your academic classes, study skills or test taking strategies, the Learning Support Team is there to help you. Depending on how much help you need the LST department offers many levels of support for you throughout your educational career at Fraser Heights Secondary. The types of support available to you include:

- Peer Tutors: Peer Tutors are students in Grades 11-12 with a C+ average or better who want to help students in the younger grades be successful. Peer tutors are trained by the LST department and then placed in classes to work with any students who are struggling. This course offers students a chance to give back to the Fraser Heights community and step beyond their usual role as students to take on more responsibility as mentors in the classroom. In addition, Peer Tutors are available for all students during lunch from 11:30 am to 12:00 pm for Homework Club.
- In Class Support: Teachers and Special Education Assistants provide in-class support for students in academic classes. If an SEA is in a class, they are available to help any students in the class who are struggling. The LST department members are also a great resource for test taking strategies, organizational skills, and adapted materials.
- Pull Out Support: students who are needing additional support or one on one help can come to the LST room for pull out support. This can be done in small groups or one on one. All that is needed is permission from your classroom teacher.
- Support Blocks: Support blocks are available to students who need extra help and support in order to be successful. Students needing this level of support need to speak to the LST staff in order to have their support block put in place.
  
- Additional Support Available:
  - Adapted materials
  - Homework Club
  - Computers for word processing/internet research
  - One on one support
  - Small group support
  - Pull out support
  - Drop in support

## **LIBRARY LEARNING COMMONS**

The Fraser Heights Library Learning Commons is open to students from 7:45 am – 3:15 pm most days. Flex-time/lunch is a great time to come in and work on assignments. Our collection of non-fiction and reference books supports and enriches the curriculum and provides a wide reading level. We also have a great collection of fiction books and we subscribe to many magazines.

Students can access the internet, the SD36 on-line databases, and word processing programs through the use of several computers. The teacher-librarian is available to assist students with research projects, study skills, information technology skills and make suggestions for recreational reading.

## **SCHOOL RESOURCE OFFICERS (SRO)**

The school resource group is comprised of seven RCMP members. These officers aid in giving lectures to the elementary grades and problem solving for the secondary students.

[Back to Table of Contents](#)

## **B.A.S.E.S. PROGRAM**

**B.A.S.E.S.** stands for **B**asic **A**cademic, **S**ocial, and **E**mployment **S**kills program. Students are placed in the **B.A.S.E.S.** program by the school district. Students in the **B.A.S.E.S.** program are generally on a modified school program and will receive a School Leaving Certificate rather than a Dogwood High School Diploma upon graduation.

The goal of the **B.A.S.E.S.** program is to prepare students for the working world and independent living within the community.

Functional academics, life skills, social skills, community skills and employment skills are the main focus of the **B.A.S.E.S.** Program.

## **ABORIGINAL PROGRAM**

At Fraser Heights we have an enthusiastic and committed Aboriginal Team working for the success of all Aboriginal Youth. Aboriginal Youth includes First Nations (Status and Non-Status), Metis and Inuit. Our team members are Mrs. Sampson - Aboriginal Advocate Teacher, Mr. Wesley - Aboriginal Youth Care Worker, our administration, counselors, teaching and support staff. All staff work to support the vision and goals of the Surrey Aboriginal Education Enhancement Agreement (2013-2018):

**To have every Aboriginal learner graduate with dignity, purpose and options.**

- Increase positive identity and sense of belonging for all Aboriginal learners;
- Increase knowledge and understanding of Aboriginal History, traditions, and cultures for all learners; and
- Increase achievement for Aboriginal learners.

At Fraser Heights we have special events, luncheons, in class support, as well as flextime and after school support. The District Aboriginal Department sponsors events such as the District Aboriginal Grad Ceremony. Throughout the year we receive email notices about scholarships, special programs and job opportunities. To be a part of our Aboriginal program here at Fraser Heights, contact your counselor or Mrs. Sampson.

# ELL & Transition to English Courses

Arrival at Fraser Heights Secondary & Completion of the ELL Welcome Centre or International Education Placement Test

**ELL 1**  
New student ages 13-19 with little or no English

- No Science, English or SS courses.
- PE, math semester 2, some elective courses.

**ELL 2**  
Passed ELL 1 or new student ages 13-19, assessed at level 2

- PE, Math & elective courses can be taken.
- Science 2<sup>nd</sup> semester is better

**ELL 3**  
Passed ELL 2 or new student ages 13-19, assessed at level 3

- PE, Math, Science & electives.
- Social Studies can be taken 2<sup>nd</sup> semester if making progress.
- No English courses yet

**Crossroads Program Communications 11 & 12** can be an excellent option for students needing more exposure to English prior to taking EN 11 & 12, or in place of EN 11 and 12. The Crossroads program provides students with 20 credits including work experience 12.

**ELL Writing** is available for students to learn and practice academic English vocabulary and writing skills. This is a 4-credit course.

**EEN 10 combined with Career Life Education 10 8 Graduation Credits**

- Taken to further improve academic writing and reading comprehension.
- **Year-long** preparation for provincial exam and subsequent English courses.
- Full academic load of Socials, Science, Math, Planning 10 and electives.

**EN 10 Strong Writing & English Language Skills**

- Based on recommendation of ELL3 teacher and English Dept.
- Based on course work and annual ELL assessment.

**Regular English 11**

- Based on English 10 Teacher Recommended

## Other Language Support Classes

**ELL Reading Support** – Available for ELL 1 and beginning ELL 2 students who are struggling with reading comprehension.

**ELL Support Block** – Available for ELL students who need additional support in their academic classes.

[Back to Table of Contents](#)

# District Based Services

## **YOUTH CARE WORKERS: ITINERANT AND SCHOOL BASED**

Youth Care Workers provide for students in connection programs. As well, Itinerant Youth Care Workers are a district resource used to provide short term strategic intervention for students in regular classroom settings who require behavioural support. They may also provide support for students referred to, or transitioning from, connection programs.

## **DISTRICT RESOURCE COUNSELLORS**

- ❖ Counsel students/families as requested.
- ❖ Consult with counsellors, administrators and School Based Teams regarding high risk students.
- ❖ Consultation, negotiation and coordination with students/parents, district/school personnel for placement of students who are suspended over five days.
- ❖ Participate in or represent our school district on specific community committees.
- ❖ Act as an advocate for students and families.
- ❖ Act as a resource for school based Crisis Response Teams.
- ❖ Assign and supervise itinerant childcare worker placements.
- ❖ Liaison for Ministry programs.

## **HOSPITAL HOMEBOUND TEACHER SERVICE**

This service provides direct instruction to students who are unable to attend school due to a non-contagious medical situation. The Hospital Homebound Service can be accessed via the school counsellors.

## **INTEGRATION SUPPORT TEACHERS**

This is a school and/or District based service supporting low incidence students and their classroom teachers.

## **SCHOOL PSYCHOLOGISTS**

Provide district based, educational assessment services designed to support students, school personnel, and parents in enhancing academic, adaptive, and social skills for students.

## **SPEECH/LANGUAGE PATHOLOGISTS**

Provide support to those students whose educational and/or social progress is adversely affected by communication difficulties.

## **VISITING TEACHER PROGRAM**

Teachers are assigned to teach students at home or at Student Services who are unable, for a period of given time to fit into an appropriate classroom facility in our district. The students who may be on waiting lists for rehabilitative and behaviour disorder classes have school phobias or other problems.

## **Other Special Support Services that are available include:**

- Multicultural Workers
- Educational Evaluation
- First Nations Education
- Hearing and Vision Services
- Career Preparation, Work Experience and Secondary School Apprenticeship
- Adolescent Day Treatment Program

[Back to Table of Contents](#)